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hence is compelled to maintain a high standard of exaction, and to give individual training. The college on the other hand is subject to no such tests. It behooves trustees and faculties to bestir themselves, to make their aims more definite, to revise their curricula, to secure good teachers, to study individual needs, and to do for today what the old-fashioned colleges did for their times.

After picturing the demoralized condition of higher education, the author describes the rise and present status of the fraternity system, and reaches the conclusion that the fraternity offers the only available substitute for the oversight which was once provided by the small college. He urges therefore with a good deal of detail the claims of the "fraternity family" for careful consideration as an aid to individual training. He shows the way in which his own fraternity has devised a system of national supervision and has in many instances achieved gratifying results. The book concludes with a chapter of direct, wholesome, and stimulating advice to college trustees and faculties, to parents, and to the alumni of fraternities on whom rests the responsibility for maintaining a sound fraternity life.

The book deals with a variety of problems. It is written with much knowledge, with keen insight, and with sincere conviction. Even though college administrators and teachers may question many statements of fact or inference, they cannot fail to respect the author of the book nor to be deeply impressed by the truths which he presses home vividly, vigorously, and insistently.

GEORGE E. VINCENT

THE UNIVERSITY OF CHICAGO

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*Economics for High Schools and Academies.* By FRANK W. BLACKMAR, PH.D. New York: Macmillan, 1907. \$1.20 net.

This little volume which aims, as its title indicates, to bring the study of economic life within the mental range of high-school boys and girls should be examined with a consideration for the difficulty of the task which the author of such a book undertakes. Any intelligent study of economic laws must rest upon a considerable amount of personal observation and some general knowledge of industrial development. The time allowed to political economy where it is given any place at all in the curriculums of our secondary schools is not more than twenty and often only ten weeks. A textbook which is planned to meet these conditions, which tries to give a general account of industrial development, to discuss the fundamental laws of economics and to apply these laws to existing conditions within the compass of about four hundred short pages must, of necessity, be abstruse or superficial in spots.

Book I gives a brief but interesting outline of industrial evolution. Under the heading, "Private Economics," the four parts of Book II deal respectively with the laws of consumption, production, distribution, and exchange, while Book III, under "Public Economics," takes up the questions of government restriction and control and taxation and revenue.

The style of the author is dogmatic rather than suggestive. It is unfortunate that he felt obliged to settle within so small a compass so many important questions that have been perplexing the minds of economists, business men, and statesmen for a great many years. The following extracts will serve as an

example of his manner of dealing with these questions: "It is objected that trusts raise prices by restricting production and keeping down wages. The fact is, the trusts to date have paid as high wages as the lesser corporations; and when it is observed that there is an opportunity to pay higher wages there than elsewhere, no doubt wage-earners will receive their full share of the business." And again, "And it is a fact that on account of the concentration of a given industry prices are more stable under the organization of the trust, and that in the long run they average lower than under the competition of many small concerns. The wants of a community, both in manufacture and trade are more carefully estimated by this means of social organization." While it is quite generally conceded that the trust is an economical instrument in the *production* of wealth, there is a widespread feeling that it has interfered very seriously with the *distribution* of wealth. It would be interesting therefore to know where the writer found the figures upon which he bases his "facts."

About the best results that the teacher of economics in high schools and colleges can hope to receive are an awakened interest in economic questions, an open mind in seeking for the truth, and some knowledge of the process by which that truth may be reached. A few of the great principles of the subject are about as well established as the laws of mathematics and physics. These and the process of reasoning by which they have been determined furnish some excellent material for intellectual drill, but a forcing into immature and unprepared minds of a lot of cut-and-dried conclusions based upon insufficient data is apt to result in mental dyspepsia and a distaste ever after for anything that savors of an economic diet.

EDWARD E. HILL

CHICAGO NORMAL SCHOOL

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*Teaching a District School.* By JOHN WIRT DINSMORE. New York: The American Book Co., 1908. Pp. 246. \$1.

This interesting book is evidently designed to place before those who expect to teach in rural schools, or those who are already engaged in such work, an outline on the essence of teaching and what the child and his parents may expect to receive from the public school. It is written in a simple and easy style which makes it attractive and at the same time practical.

The first five chapters deal with the individuality of the teacher and the special problems of the schoolroom. How thoroughly a young person from eighteen to twenty-one years of age, such as we find in most rural schools, can answer the personal questions is difficult to state. The inquiries are clear and to the point and must make an impression. The standard set is not too high. The suggestions for the first day of school are rather too elaborate and would not be practical in the rural schools at present.

Parents should understand that in all common-law states the teacher stands in the place of the parent and has full control of the child. The parents' duties to the school are legal as well as moral under our laws. Reading is not the proper basis today for classifying a rural school. The average of the subjects of reading, arithmetic, language, and geography should be made the basis of classification. The daily programme which the author suggests should be